

**Kentucky Adult Education Advisory Committee**  
**Minutes**  
**June 1, 2007**

**The following members attended:**

Bill Bates, Vicki Boyd, S.J. Brennan, Cris Crowley, Margenia Keeton, JoEllen Mitchell, Brenda Morris, Bill Teegarden, Bev Thomson, Jonell Tobin, Rocky Wallace and Sugar Willey.

**The following members did not attend:**

Patty Craig, Kathryn Hardman, Sarah Hornback, Lisa Stethen and Julie Scoskie.

**The following presenters attended:**

Kathy Stovall and Cindy Read, National Center for Family Literacy; Dawn Hanzel, Collaborative Center for Literacy Development; and Connie Spencer-Ackerman, Adult Education Academy for Professional Development.

**KYAE staff in attendance:**

Sarah Hawker, Reecie Stagnolia, B.J. Helton, Janet Hoover, Sandy Kestner, Marilyn Lyons, Terry Pruitt, David Walters, Joyce Bullock, Martha Fightmaster, Linda Pankratz, Donna Potter, Billy Crabtree, D.J. Begley, Rae Smith and Ginny Sullivan.

**Welcome and Opening Remarks**

Sarah Hawker welcomed members. She noted several committee members were appointed to one-year terms with terms expiring in September 2007 – Bill Bates, Patty Craig, Sarah Hornback, Margenia Keeton, JoEllen Mitchell, Brenda Morris, Lisa Stethen, and Bill Teegarden. Ms. Hawker invited these members to participate in the September 2007, meeting along with those appointed to two-year terms and new committee members.

**Regional Meeting Follow-up**

Reecie Stagnolia reported upon the May 2007 KYAE regional meetings. The overwhelming reaction by adult educators to the New Framework for Adult Education was positive. In addition to open discussion at the regional meetings, adult educators submitted cards with questions, concerns or suggestions. KYAE staff will review the comment cards and disseminate responses to either the individual staff person or to the provider network, whichever is most appropriate for the situation.

Several committee members expressed concern regarding assessments only services, Workforce Alliance funding and the intention of many local programs to either scale back or halt providing assessment testing for business and industry or at One Stop Centers due to the need to redirect staff and funding resources to respond to the quality directives of the New Framework for Adult Education.

Many local programs have worked with local businesses to establish educational pre-hire requirements and provide ongoing assessment testing to support these entry

requirements and now can't continue testing at the current level and have adequate staffing to focus on Framework areas.

Members noted it is important to continue relationships within communities, because many community partners, especially businesses, support graduation exercises and provide other financial support to local centers.

Many local programs also provide assessment testing services for One Stop Centers. Since assessment only services will no longer count toward program performance goals, programs are faced with scaling back or halting these services.

Reecie Stagnolia advised committee members that he had talked with Susan Craft, Office of Employment and Training (OET), regarding the New Framework and the two agencies will be meeting soon to develop a state-level strategy to deal with changes to the partnership activities. Sarah Hawker clarified that KYAE has not restricted adult educators from providing assessment only services to businesses and One Stop Centers, but KYAE has stipulated that those types of activities will be funded through the Workforce Alliance rather than from Core Services. She reiterated that the common theme for Core Services Funding is to focus on the delivery of services that impact the educational level of Kentucky's citizens. She confirmed KYAE has scheduled a meeting with Andrew Frauenhoffer and Susan Craft, OET, the state agency that oversees Kentucky's One Stop system and advised KYAE will issue a message to the provider network to ensure all programs are aware that KYAE has not directed local programs to halt providing services at One Stop Centers.

Bev Thomson echoed JoEllen Mitchell's concern that many adult education programs will pull back from offering assessment services at One Stop Centers. She asked KYAE to protect adult education as the agency to administer the TABE test to ensure the test is administered consistently and appropriately across the Commonwealth. She added a large number of her adult education enrollments come from the assessment services offered.

Cris Crowley noted 60 percent of Hopkins County's adult education's level gains come from those enrolled through services provided to employers and those enrolled at postsecondary institutions through the WIA ability to benefit program.

Members expressed concerns over different interpretations over the ability to benefit, admission of non-high school graduates and non-GED graduates to KCTCS, and inconsistency across the state on referrals from KCTCS to KYAE centers.

Sarah Hawker advised members that Dr. Jim Applegate, Vice President for Academic Affairs, CPE, is actively engaged in conversations with KYAE and KCTCS on admissions issues, and she will relay member concerns to him.

Members were concerned about over-testing a student if they are first served through a Workforce Alliance grant and it is then determined they need and want other adult

education services. David Walters stated if an NRS-approved assessment is given as part of a Workforce Alliance project, the assessment could be used as the enrollment assessment for other adult education services.

Other members were concerned if programs are no longer able to provide staff at the One Stop Centers, customers who need our services may not seek them, if they have to go to another location to get the services.

Cris Crowley asked if KYAE has looked at educational assessments only or workplace assessments to see how many transitioned into NRS educational levels. Reecie Stagnolia reported KYAE has analyzed the data and while there are a few hot spots, the general rule has been assessment only services do not transition to enrollments.

S.J. Brennan asked has KYAE given any thought to expanding AERIN to gather data for value-added activity that is not countable as an enrollment, other than GEDs earned, postsecondary transitions and employment. Is there a way to capture data about services provided by adult education programs to local communities that are not funded by KYAE and do not count as enrollments to use in discussions with legislators, P-16 Councils, and businesses?

Members expressed concern over the process for accessing Workforce Alliance funding. Currently, the process takes a lot of time to get approval. If a company calls today and wants someone onsite the next day to provide assessment services, will the program be able to secure immediate approval of the Workforce Alliance funding request?

Currently, Workforce Alliance funding is approved for one specific business. If a county has more than one business seeking to hire people who earn a certain score on WorkKeys, could Workforce Alliance funding be granted to allow a program to do "X" number of assessments per county rather than per business? If a program routinely provides assessment testing to support several businesses' pre-hire entry requirements and programs are required to request separate funding for each business each time the business is hiring, it will inhibit services.

B.J. Helton noted KYAE has formed an internal work group to look at workplace assessments and the Workforce Alliance paperwork structure. Sarah Hawker advised members their concerns would be relayed to this work group.

Sarah Hawker expressed concern about a panic reaction regarding workplace assessments and Workforce Alliance funding. She added that if KYAE was unclear about the availability of Workforce Alliance funding to support workplace assessment services, then the agency's position needs to be clarified to the field.

Rocky Wallace noted the emphasis on the workplace and partnerships has helped build relationships that support recruitment efforts. These partnerships are important and need to continue.

Reecie Stagnolia said the assessment only service should be viewed as a cost of doing business, like college fairs and job fairs, as a way to recruit students, but should not be the service priority.

Sarah Hawker noted we had 44,000 assessments only in the last fiscal year. She added Kentucky did not meet federal performance targets last year, this year's numbers are not looking good and with next year being a transition year, we may not meet federal performance targets for three successive years. She reiterated we have to find a way to scale back on focusing on assessments only, but in a reasonable manner. We just have to find the right balance of services.

### **GED Test Readiness**

B.J. Helton noted all states experienced a significant decline in the number of GEDs awarded in 2002. This decline was attributed to the nationwide GED test change. While many other states' GED numbers have returned to pre-2002 levels, Kentucky's numbers have not. A GED Test Readiness work group was established to review the GED testing program and present options for policy changes that will spur GED attainment.

She noted Kentucky Adult Education convened a focus group of educators representing adult educators, the K-12 system, Job Corps Centers, juvenile facilities and GED examiners. The focus group reviewed trend data, previous initiatives undertaken by KYAE to spur GED growth, and previous and current policies. The group discussed pros and cons to five policy options.

- Option One: No changes to the current policy.
- Option Two: Require a higher Official Practice Test score to establish test-readiness.
- Option Three: Keep a test readiness requirement, but add other assessments to an approved list of tests.
- Option Four: Remove the test readiness requirement and allow everyone to take the GED, but establish retest policies.
- Option Five: Option Four with added restrictions for 16-18 year olds.

Some Advisory Committee members expressed concern regarding option fours and five that removed the test-readiness requirement. While members agreed more professional development training is needed to ensure the Official Practice Test is administered consistently across the state, they feel a test-readiness requirement is essential. It prevents those who are not ready to test from filling available test slots, which may delay the ability for someone who is ready to test from getting into a test session. Members also expressed concern that those who test without being ready and experience failure may give up rather than continuing to pursue a GED. The group agreed that KYAE should look at options that provide as much flexibility as possible rather than placing added restrictions. Members suggested the Framework for Adult Education change in focus will result in increased numbers of GEDs and asked KYAE to table the GED Testing Program changes until the impact of the implementation of the

new Framework on GED production is known. KYAE agreed that tabling the options was a good idea until additional study and Framework results could be reviewed.

### **Collaborative Center for Literacy Development**

Dawn Hanzel gave an overview of the proposed CCLD/KYAE professional development initiative to support teacher quality initiatives geared toward instruction for low-level learners. The new professional development model involves participation in collaborative communities of learning with other instructors using a mixture of on-line and classroom instruction, foundations to reading and writing instruction, a workshop track and a university track, four phases of literacy instructor competencies and learning reinforcement.

Literacy instructor phase one competency involves basic assessment and instructional strategies in reading and writing for those who test at 3.9 and below and those who test at 8.9 and below (pre-GED) and a writing institute. Phase two involves advanced assessment and instructional strategies in reading and writing for those who test at 3.9 and below and those who test at 8.9 and below with incorporation of learning disabilities and learning differences brain research applied to reading and writing instruction. Phase three involves on-line reading and writing study circles with readings in the latest literature and research in reading and writing instruction, application of identified techniques and discussion and sharing of ideas. Phase four involves putting learning into practice projects: identify a problem, develop an intervention, evaluate the intervention and share and disseminate knowledge.

Learning reinforcement involves supervisors and peers in pre- and post-educational activities, coaching and mentoring and on-line modeling, sharing, peer collaboration and resources and tools.

She noted CCLD's legislative charge is to develop content standards and instructor competencies on reading and writing for adult literacy and CCLD is working closely with practitioners, universities, KYAE, and the K-12 system on these issues.

### **Kentucky Institute for Family Literacy**

Cindy Read and Kathy Stovall gave an overview of the Kentucky Institute for Family Literacy's 2008 activities to support the Framework for Adult Education. One activity involves creation of three to five program models reflecting a range of local realities and ages served with suggested schedules, curriculum resources, staffing, planning/timeline outlines and community partnership information.

Another activity is the development of a Kentucky Family Literacy Handbook, a guide to running a family literacy program, covering the program models, enrollment and goal setting strategies, partnership development, strategies for accessing community resources, sample forms that align with KYAE policy and reporting requirements and three instructional DVDs giving examples of PACT Time, Parent Time and component integration featuring classroom footage from three Kentucky family literacy programs modeling delivery of services.

Other planned activities include training KYAE associates to equip them with the knowledge and skills needed to provide hands-on program support to family literacy programs, revision of the Foundations in Family Literacy professional development courses and distribution of monthly PACT and Parent Time tip sheets via e-mail. Cindy Read reiterated that KIFL staff would still be available by phone and e-mail to programs seeking assistance in family literacy program implementation.

At the suggestion of members, KIFL will look into KDE's Passport to Reading Program which was targeted to assist 2<sup>nd</sup> and 3<sup>rd</sup> grade students who scored low on the CATS tests for possible applicability with adult education students and will work on a method of distributing the monthly e-mail tips sheets to all programs rather than limiting distribution to those offering family literacy programs.

### **Adult Education Academy for Professional Development**

Connie Spencer-Ackerman distributed a copy of the Academy's 2007-2008 plan outlining support for teacher quality through development of instructor and program director standards and professional development training for new and experienced instructors and support for improving program quality through development of support for KYAE regional program support associates and local program directors.

Ms. Spencer-Ackerman indicated an Academy priority is to collaborate with partner agencies and encouraged other professional development partners to work closely together to ensure professional development offerings meet current and future needs of Kentucky's adult education system. She noted several principles of the Baldrige Method are reflected in the Framework for Adult Education -- high performing, excellent programs have excellent leadership, are customer-focused, are staff-focused, and review and use data.

She asked members to think about gaps in new teacher trainings.

Members agreed many new teachers understand the theory, but have trouble with practical application when they return to the classroom. It was also suggested cultural diversity be incorporated into trainings.

Bill Bates suggested emphasizing changes in how teachers teach. He reported asking his former K-12 instructors if students and student needs have changed over the past ten years. The response is an overwhelming yes. He then asks if the instructor has changed teaching techniques to adapt to student changes. The response to the second question is usually no.

It was suggested to research the Tech Prep program which takes persons from the business world who have technical skill sets and provides training on how to move from the business world into the classroom as an instructor.

Another suggestion was to look at current curricula being used in the classroom to see how it supports content standards and to develop model lessons that will help students meet content standards.

Ms. Hawker thanked CCLD, KIFL, and the Academy for their support of the new Framework and willingness to change service delivery to assist KYAE programs in implementing the new Framework.

Dr. Kestner advised members that KYAE will be surveying all local adult education staff regarding professional development needs. She asked members to encourage all staff to complete the ten-minute survey and noted KYAE will not be able to see the individual responses, but rather will have access to county-aggregate data.

She reminded members the upcoming regional conferences that will provide staff with many professional development sessions supporting the new Framework. Jonell Tobin noted staff will have additional professional development opportunities at the KAACE/KYAE Fall Institute.

Ms. Hawker advised that KYAE has several other work groups that will be meeting over the next few months – distance learning, teacher quality and content standards – and KYAE will seek input from the advisory committee members at appropriate intervals.

#### **Meeting Evaluation and Expense Vouchers**

Members were asked to complete evaluation forms and sign expense vouchers before leaving.

#### **Next Meeting**

The next meeting is September 14, 2007.

#### **Addendum to Minutes**

The September 14, 2007 meeting was rescheduled to September 28, 2007.